

An Imperfect Guide to Geaux Remote in Science

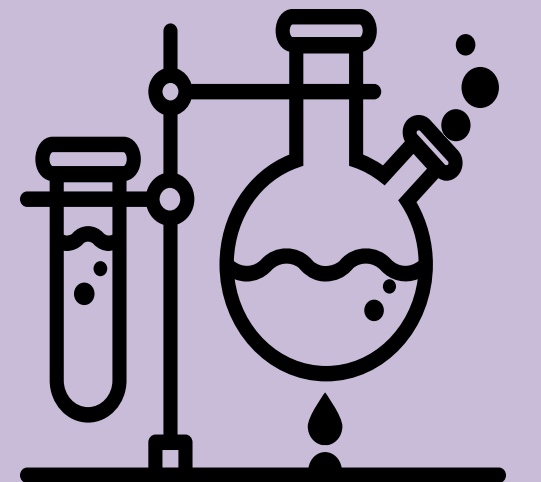
This guide is one of a series designed to support the quick transfer of traditional instruction to a virtual format. The recommendations provided would be very different if you were designing a fully aligned online course with our Design and Development team. Instead, consider some of these ideas for remote instruction.

Provide a Variety of Assessment Mechanisms



- Utilize a discussion forum to ask students to predict what would happen during an experiment, combination of circumstances, etc.
- Essays can be set up as a timed test in Moodle.
- Consider what evidence of learning is expected. Could this be done either as an assignment or project?
- Is this a formative or summative assessment? Consider non-proctored “low stakes” testing for formative. Consider projects, assignments, or essays for summative.
- Use TurnItIn assignments in Moodle to ensure originality of student submissions.

Conduct an Experiment



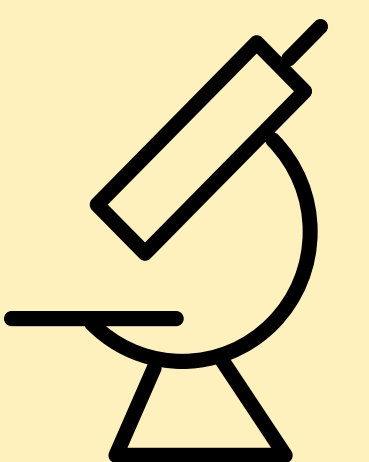
- Record a video of yourself conducting experiments.
- Have students video themselves conducting experiments and submit as an assignment.
- Students create a step-by-step PPT or video presentation for how to conduct an experiment.
- Virtual science labs that can be considered if a longer timeline is provided for crafting a science-based online course.

Curation of Resources



- Students curate their own digital resources to contribute to class.
- Produce digital collections of materials and provide context around them.
- Create digital timelines, graphical associations, and mind maps with authenticated resources.

Identify Specimens or Materials



- Take pictures of specimens or materials.
 - Use the pictures, along with descriptions for texture where appropriate, for matching quizzes.
- Provide students with a list of specimens.
 - Students research specimens, collect pictures and descriptions and compile into a PPT with explanations in the notes areas. Students then submit this as an assignment.